

SEND Bulletin NO.16



Spatial Awareness

Spatial awareness is the ability to be aware of oneself in space within the environment. Awareness of spatial relationships is the ability to see two or more objects in relation to each other and to oneself.

Children with difficulties in this area may:

- have poor presentation skills (can be unsure of how to arrange information on a page)
- have difficulty with structuring and organising written work
- have some visual perception difficulties
- appear clumsy and bump into objects when moving around the classroom
- have problems with positional language and be unable to tell left from right
- have difficulty playing games or doing PE using both small and large apparatus
- have difficulty understanding abstract maths concepts, particularly in the areas of shape and space
- have problems with reproducing patterns and shapes
- have good auditory memory skills
- be confident speakers and listeners
- have good verbal comprehension skills
- have strengths in verbal and non-verbal reasoning.

Activities to develop spatial awareness skills

Movement and action a) action songs/rhymes using different parts of the body; b) movement activities using space and position; c) following directions using positional language.

Catch the croc Pupils walk along a chalk line as a bridge; cardboard crocodiles already placed along both sides of line. An adult shouts either 'right' or 'left'. Pupils jump in that direction. Those who jump on a croc on the correct side keep the croc. The winner is the person who collects the most crocs.

Follow the leader Pupils (in groups of six) follow the leader copying their actions as they go; the leader changes after two minutes.

Climbing and balancing A range of activities using both small and large apparatus; can incorporate individual targets within the lesson.

Puzzles a) jigsaw puzzles of varying degrees of difficulty; b) tangrams of varying degrees of difficulty.

Patterns a) use dots as guidelines to reproduce a pattern; b) use multi-link pattern cards and other similar activities; c) folding and cutting shape patterns; d) use 2D shapes to make own patterns.

Draw a person Look carefully at the position of features on a real person, then reproduce them as closely as possible.

Footsteps Pupils arrange cardboard footprints for others in the group to follow; each footprint to be marked with left or right.

Twister A proprietary game where pupils must ensure that different parts of their body are touching spots on the Twister mat.

Model making Pupils use pictures and diagrams as guides when building models; a range of construction apparatus can be used.

Maps a) pupils follow simple directions by using a map; b) pupils give directions for others to follow, using a map.

Tessellation a) pupils arrange 2D magnetic shapes; b) pupils arrange and draw around 2D shapes.

If you have any particular items you would like information on or any interesting information or resources which you would like to share with your colleagues via this fortnightly bulletin please e-mail them to me:

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Many thanks
Anne